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ABSTRACT

Instructional objectives of the Dade County Public Schools Quinmester Program in French for use with "Le Francais Moderne: Part 1" focus on the development of vocabulary and mastery of grammatical structures. The formation of the passe compose with "avoir," object pronouns, the present tense of regular "-ir" verbs, and the irregular verbs "dire," "ecrire," "lire," and "permettre" are included. The contents of this guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) suggested expansion of materials, (6) sample evaluations, and (7) references. (RL)

ED 060762

LE FRANÇAIS MODERNE

Part I

752h.21

French

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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION

The vocabulary and structure of the course is concerned with young people and their daily problems - getting schoolwork done and getting around in Paris. There will be films in French showing a French family and a French boy's school life. Previously mastered structure will be reviewed and the new structure presented will be the formation of the passé composé with avoir, new object pronouns, the present tense of regular -ir verbs, and the irregular verbs dire, écrire, lire, mettre, permettre. There will be further expansion of reading and writing skills, and French will be the language of the classroom. The course is designed for those who have successfully followed the 7523 series or their equivalents.

7524.21

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by the majority of the class unless otherwise specified.

I. Listening Skills

The pupil will show his:

A. Understanding of the target language spoken at normal tempo.

Given a simple command or request, the student will comply.

B. Comprehension of new arrangement of familiar content.

1. Given a series of incomplete sentences dealing with the vocabulary and structure of this unit, the student will select the best completion item from the three or four offered to him orally.

2. Hearing a short dialog or narrative, the student will enumerate the main ideas in either English or French.

3. Hearing the first speaker of a conversation, the student will indicate with a, b, c, or d the best response for the second speaker.

C. Understanding of questions based on his daily activities

Upon being asked questions about things he frequently does, the student will show his comprehension by answering the questions in complete English or French sentences.

II. Speaking Skills

According to his levels of maturity and achievement the student will in a manner acceptable to the teacher:

A. Imitate conversations of models at natural speed

Upon listening to a sentence spoken by a native, in the absence of visual cues, the student will reproduce the sentence pattern according to the model.

B. Discriminate between sounds

Looking at words grouped in minimal pairs, the student will pronounce them with the proper distinctions.

C. Speak with acceptable intonation

1. The student will state a declarative sentence giving equal stress to each word, with his voice rising in mid-sentence and falling at the end.
2. The student will ask a yes-no question by making his voice rise at the end of the sentence.
3. The student will ask for information and make his voice fall at the end of the sentence.

D. Make necessary changes in form and order

1. Given orally sentences in the present tense, the student will change them to the passé composé.
2. Given sentences in the declarative form in the passé composé, the student will change them to questions, making the necessary changes in word order.
3. Given sentences in the passé composé in the affirmative, the student will change them to the negative by correctly inserting the "ne" and the "pas" around the auxiliary verb.
4. Given sentences involving indirect objects in noun form, the student will replace them by pronouns, putting them in the proper place in the sentence.

E. Manipulate previously mastered conversation

1. The student will ask another student a question at the direction of the teacher, changing indirect discourse to direct.

2. Given questions orally dealing with "depuis combien de temps" structure, the student will answer using the proper introductory phrase.

F. Answer questions about his usual activities

Given an information-type question, the student will respond logically, using the correct order of subject, auxiliary, and past participle.

G. Ask questions related to his usual activities

1. The student, given a minute to compose an original question, will direct a question in the passé composé to a classmate.
2. The student, given a minute to compose an original question, will ask a classmate a question using one of the new verbs (dire, écrire, lire, mettre).

H. Use culturally acceptable forms

1. In a contrived setting where one person is a student and another an adult, the student will converse using the "tu-vous" correctly.
2. Given five situations, the student will indicate the correct usage for three.

III. Reading Skills

According to his levels of achievement and maturity, the pupil will show his:

A. Awareness of sound-letter correspondence

The student will read aloud, taking care to differentiate among the many vowel sounds and avoiding the sounding of silent consonants.

B. Skill of oral reading as shown by proper intonation and juncture

1. The student will show by the rise and fall of his voice the type of sentence he is reading aloud (e.g. declarative, interrogative, exclamatory)
 2. The student will prove his understanding of linking by sounding final s and t before words beginning with vowels or vowel sounds in most combinations (pronoun and verb, adjective and noun, etc)
 3. The student will avoid liason in the case of the aspirate h and the conjunction "et".
- C. Skill of reading with direct comprehension of what has been learned audio-lingually
1. Reading five statements followed by three rejoinders, the student will choose the correct rejoinder for at least three.
 2. Reading a dialog not previously seen, the student will paraphrase it in English.
- D. Skill of reading materials that recombine materials previously learned audio-lingually.
- Given a reading selection followed by ten true-false statements about it, the student will correctly indicate "vrai" or "faux" in seven cases.
- E. Skill of reading specifically written materials introducing new vocabulary and structure progressively
1. Given a magazine written for students, including a list of new vocabulary, the student will find the answers to the questions and read them aloud from the magazine.
 2. Given a page of material the student will read and correctly answer seven out of ten questions on the selections.

IV. Writing Skills

According to his levels of achievement and maturity the student will:

- A. Copy in French what he has previously heard, spoken, and read.

Given a sentence, the student will rapidly reproduce it on paper with 100% accuracy.

- B. Write from dictation that which has been previously mastered audio-lingually.

Dictated a series of sentences, the student will write them with 80% accuracy in orthography, accents, and punctuation.

- C. Write exercises requiring minimal structural changes

1. Given sentences in the present tense, the student will rewrite it in the passé composé.

2. Given sentences using the verbs choisir, réussir, or finir, and told to substitute new subjects, the students will make the necessary changes in the verb forms.

3. Given sentences involving a noun indirect object, the student will change the noun to a pronoun and insert it in the proper place.

- D. Express himself in a limited way by working only with parts of a sentence.

Given the first few words of a sentence, the student will complete the sentence using logic and structural accuracy.

- E. Write answers to written rejoinders which have been practiced orally.

Upon reading a statement, not necessarily a question, the student will write a response which is both appropriate and structurally correct.

F. Construct original sentences following a model with controlled vocabulary.

1. Given a list of the new irregular verbs of the quin, the student will write original sentences with them in the present tense.
2. When the above goal is met, the student will perform the same function with the passé composé.
3. Given a list of direct and indirect object pronouns, the students will compose original sentences using these logically and in the correct form and order in the sentence.

G. Replace portions of sentences, keeping sentence structure intact. Given sentences with several items underlined, the student will change one item at a time, supplying an original item of vocabulary so that the end result is a series of sentences, all logical and structurally correct.

V. Cultural Awareness

According to his levels of maturity and sensitivity a student will:

A. Prove fundamental knowledge of schools systems in France.

1. Given a written list of statements about a student's activities, a student will correctly identify the student as French or American.
2. The student will write a paragraph in English comparing and contrasting the schools in France to American schools.

B. Show the means of transportation the young people might use in Paris.

Given a list of ten statements which describe problems and laws involving scooters and cars in France the student will correctly indicate "vrai" or "faux" after each.

VI. Attitude

The student will:

- A. Identify his reasons for studying French

Given an opportunity, he will read about France and the French in English books found in the library.

- B. Exhibit a positive attitude toward foreign language.

Given an opportunity by the teacher he will ask for information about the country and the people and the language.

- C. Demonstrate interest by joining a French Club.

- D. Demonstrate interest by participating in a field trip to a local French restaurant.

COURSE CONTENT

<u>NOUNS</u>	<u>NOUNS</u>	<u>NOUNS</u>	<u>NOUNS</u>	<u>NOUNS</u>
affaire	classe	film	maison	professeur
ami	clou	fin	manteau	promenades
animal	concièrge	finir	mars	prend
après-midi'	conversation	fois	match	quart
argent	corsage	football	matin	quartier
autres	cour	frère	maximum	question
avión	danseuse	gant	mercredi	rang
bal	date	garagiste	mère	robe
bateau	début	garçon	midi	roman
bibliothèque	demi-heure	gâteau	minutes	samedi
bonjour	dessert	gen	moment	scooter
bicyclette	devoir	grand'chose	monnaie	semaine
billet	dialogue	groupe	monsieur	service
café	Dieu	heure	note	ski
cahier	dimanche	hiver	page	soeur
caisse	disque	jeudi	pain	soir
campagne	dommage	jour	panne	surprise-partie
carte	école	journal	pardessus	table
catastrophe	élève	lait	pere	temps
chapitre	enfant	livre	petit déjeuner	train
chocolate	établissement	lunettes	pied	trimeste
chat	études	lycée	place	vie
cinema	fenêtre	lycéen	poche	ville
cing	fille	magasin	porte	voiture
			pneu	voyage

ADVERBS

arrière
 assez de
 aujourd'hui
 beaucoup
 bien
 combien de
 comme
 déjà
 demain
 encore
 ensemble
 hier
 ici
 jamais
 là-bas
 loins de
 mal
 mieux
 ne---pas
 ne---plus
 ne---que
 non
 oui
 peut-être
 plus

ADVERBS

possible
 pourquoi
 si
 souvent
 sûre
 sûrement
 surtout
 tard
 toujours
 très
 trop
 vite
 y

ADJECTIVES
 arrière
 au
 aux
 beau
 belle
 blonde
 ce
 cent
 cette
 chic

ADJECTIVES

cinq
 crevé
 dernier
 deux
 du
 facile
 formidable
 français
 grande
 huit
 jeune
 leur
 libre
 ma
 mauvais
 même
 mes
 nos
 notre
 nouveau
 pareil
 paresseux
 petit
 plat
 premier

ADJECTIVES

pressé
 punis
 quatre
 quel (le)
 quelques
 sept
 sévère
 six
 son
 ta
 tranquille
 trente
 trois
 une
 un
 vieux
 votre
 vos

<u>VERBS</u>	<u>VERBS</u>	<u>VERBS</u>	<u>VERBS</u>
acheter	choisir(pres.ind.)	vous faites	ouvrir
admiré (p.p.)	commencé (p.p.)	ferais	ils paient
j'ai	comprennent	finir(pres.ind.)	je parle
aider	comprenous	fini(p.p.)	parles
j'aïlle	conpris (p.p.)	ils gardeut	parte-t-elle
j'aimerais	dejeuner	gôuter	nous parlons
aimez	vous demandez	ils habitent	vous pensez
vous allez	nous démondons	installé(p.p.)	ils perdent
vous alliez	dîne	il intéresse	perdu(p.p.)
aller	dire(pres. ind.)	inviter	permettre(pre.ind.)
allous	dis	ils jouent	permis(p.p.)
apprendre	dit	jouer	il peut
apprenez	dites	laisse	je peux
appris (p.p.)	je, elle donne	lire(pres.ind.)	elle plaît
approche	écouter	elles liseut	vous portez
il est arrivé	ils écoutent	mangé(p.p.)	prend
vous arrivez	écrire(pres. ind.)	manger	prenez
il attend	écrit(p.p.)	mangez-vous	ils prennent
ils attendent	j'emmène	manquer	je présente
attendre	il ennuie	marche	elle prête
attends-tu	elles ennuient	il met	pris(p.p.)
attendu (p.p.)	ils entendent	mettre(pres.ind.)	pouvez-vous
vous aurez	vous entrez	mis(p.p.)	prêté(p.p.)
avez-vous	il est	je montre	punir(pres.ind.)
baisser	c'était	montrez	quitter
calme-toi	êtes-vous	j'oublie	ramassé
chercher	faire(pres.ind.)	oublié(p.p.)	ramasser

VERBS

nous recontrons

regardé(p.p.)

regarder(pres.ind.)

regardez

il remarque

tu as remarqué

elle rend

ils rendent

rendez

rendu(p.p.)

réparer

répond

répondre

rester

réussir(pres.ind.)

nous sommes

sont

vous sortez

sortir

nous sortons

je suis

travailler(pres.ind.)

trouver

trouvez

va

je vois

ils vendent

VERBS

a vendu(p.p.)

venir

il veut

tu veux

viens

vient de

voir

voudriez-vous

EXPRESSIONS

avoir envie de

avoir faim

avoir soif

au revoir

est-ce que

faire du français

faire du ski

faire mal

il y a

me voilà

mon dieu

nous voilà

pas de tout

quand même

tout à l'heure

tout de suite

tant mieux

EXPRESSIONS

tant pis

te voilà

vous voilà

PRONOUNS

ça

ce

cela

elle

il (s)

je

la

le

les

leur

lui

me

moi

nous

on

que

quelqu'un

qui

qui est-ce qui

te

tu

vous

INTERJECTIONS

allô

hein

oh

tiens

CONJUNCTIONS

et

mais

ou

pourtant

si

PREPOSITIONS

à

après

avant de

avec

chez

dans

depuis

devant

en

entre

pour

près de

sur

SUPPLEMENTARY VOCABULARY

NOUNS

l'assurance(m)
le carrefour
le casque
la chasse
le code de la route
le coffre
l'embouteillage(m)
le feu rouge
l'interdiction
l'ivrogne(m)

VERBS

abîmer
démarrer
dépasser
dévisser
envahir

ADJECTIVES

obligatoire
réglementé

IDIOMATIC EXPRESSIONS

en avance

NOUNS

le moniteur d'auto-école
l'outil
le passage à niveau
le passage pour piétons
le patron
le permis de conduire
le siège
le stade
la tentative
le trottoir

VERBS

voler
réagir
rentrer
stationner

ADJECTIVES

valable

IDIOMATIC EXPRESSIONS

sens interdit

SUGGESTED PROCEDURES

Week One

1. Introduce dialog 10 and drill it on tape.
2. Teach the supplement.
3. Teach the dialog adaptation.
4. Present the regular -ir verbs and drill them on tape.
5. Use the issue of Chez Nous, November 1970, which deals with schools and the cafe as an extension of the schools.
6. Review the object pronouns *le*, *la*, *l'*, and *les* from unit 9.
7. Present a lecture, possibly with a diagram, on education in France, based on material found in Basic French Reader.
8. Use the second edition of ALM French Level One, page G-8, for pictures of education in France.
9. Use the ALM workbook for the following:
 - a. arranging French dialog lines in the same order as the equivalent English lines.
 - b. unscrambling lines from dialog 10.
 - c. pick out selected sounds from dialog 10.
 - d. conjugating the verb *finir*.
10. Using one of the new vocabulary words (a long one) from unit 10, put it on the board and give the students five minutes to make as many French words as possible from it. The "winner" will be the student who makes the largest number of words.
11. Use Curriculum Bulletin 20-H to have the students read aloud "Un Professeur Sévère" and have them answer oral questions based on it.

Week Two

1. Teach écrire, dire, and lire in the present tense.
 - a. use lab for drill
 - b. practice writing them in class
2. Teach the use of the idiomatic expression "depuis combien de temps." and its proper response. Much individual work here.
3. Teach the indirect object pronouns lui and leur. This is preceded by a brief English explanation of what an indirect object is.
4. Drill dialog 10 and its adaptation. Give a 3-line dictée from it.
5. Review -re verbs from unit 9.
6. Use the film Chez Nous to show the home life of a French teenager. Explain the content of the film before showing it.
7. Use the ALM workbook for the following:
 - a. conjugation of dire, écrire, lire
 - b. completion of sentences using the above and the regular -ir verbs
 - c. answering questions in the negative changing noun indirect objects to pronouns.
8. Use Curriculum Bulletin 20-H to have students read "Bon Appetit". Ask oral questions about it and give an aural comprehension test (multiple choice type) on it. They may have the narrative to look at while taking the test.

Week Three

1. Teach translation drills and drill with tape.
2. Teach the directed dialog.
3. Review lui, and leur.
4. Written test on the irregular verbs of the unit.
5. Ask oral questions about the dialog of unit 10.

6. Do the first three free replacement drills, first orally and then on paper.
7. Show Une Journee au Lycée, a 16 minute film form the same series as the preceding one, which gives a picture of a modern French high school.
8. Have them write a one page letter to an imaginary French pen pal, describing our school and/or the activities of a normal school day.
9. Use the ALM workbook for the following:
 - a. answering "depuis combien de temps" questions
 - b. writing rejoinders to statements involving indirect objects, using pronouns in the responses.
10. Use Curriculum Bulletin 20-H for "Les Fêtes Fransaises." Use oral questions and/or the multiple choice questions as a test.

Week Four

1. Give a 3-line dictée from dialog 10.
2. Do the last three free replacement drills orally and on paper.
3. Have them compose an original 8 to 12 line, 2-party dialog based on one of the conversation stimuli found at the end of the unit.
4. Have a spell-down with the new words found in unit 10. The teacher will divide the pupils into two teams of approximately equal ability and a classical-type spelling bee is held, with the exception of the fact that nobody "sits down". Every student remains involved in the competition and the winning team is the one which spells the largest number of words correctly. The spelling is done in French!
5. Present to the class a dittoed copy of dialog 10 with blanks to be filled in with the correct words. Part credit is given for mis-spelled words.

6. Review regular -ir verbs.
7. Read "La Surprise-Partie", the recombination reading narrative found at the end of unit 10, and answer the questions about it orally. Then assign each student a question to answer and have him write it on the board.
8. Read Chez Nous, March 1970 issue, on the back page of which is an article on bicycles, motor bikes, and motorcycles.
9. Teach the dialog supplement from the unit 11 dealing with rides and trips and means of transportation.

Week Five

1. Introduce and drill with tape dialog 11.
2. Teach the dialog adaptation.
3. Use the second edition ALM French Level One for the dialog on the football game.
4. Develop the theme of "quartier" by asking individuals about their neighborhoods.
5. Use Chez Nous, March 1971 issue, with a page on driving- the means of learning to drive in France, the legal requirements, the meaning of road signs, etc. Put supplementary vocabulary on the board and discuss driving.
6. Use Voyage a Paris, "Dans la zone bleue" to explain parking problems in Paris.
7. Teach mettre, permettre.
8. Review lui, leur from unit 10 and le, la, etc. from unit 9.
9. Use ALM workbook for the following:
 - a. arranging French dialog lines in the same order as the equivalent French lines.

- b. rewrite a short paragraph containing blanks, filling in the blanks from the list of words also supplied.
 - c. conjugation of mettre.
10. Use Curriculum Bulletin 20-H for "La Politesse", following the procedure previously used.

Week Six

- 1. Teach use of object pronouns me, te, nous and vous.
- 2. Review dialog 11, asking questions about it.
- 3. Introduce the passé composé (with avoir)
 - a. explain the 3 meanings of the new tense (I explained, I did explain, I have explained)
 - b. explain the 2-word aspect of the verb, with the past participle remaining static and the auxiliary verb, avoir, changing as the subject changes.
 - c. explain the formation of the past participles of regular verbs.
 - d. drill the passé composé exercises with tapes.
 - e. show how the negative and interrogative are formed.
 - f. have them write sentences showing the passé composé of regular verbs.
- 4. Give a 3-line dictée from dialog 11.
- 5. Use Voyage à Paris, "En Panne" to show how a motorist fixes a flat tire in Paris.
- 6. Use Curriculum Bulletin 20-H for "La Voiture de Papa".

Week Seven

- 1. Drill dialog 11 with role-playing.
- 2. Teach the past participles of some irregular verbs- mettre, dire écrire, and prendre. Drill with tapes.

3. Prepare sentences in the passé composé, with a minimum of five words. Write the sentences on cardboard, cut it into the individual words. Hand it as a "packet" to one student standing at a bulletin board. He uses thumbtacks to attach the words to the board in the proper order, and a stop-watch is used to time the process. This may also be done with 2 or 3-man teams. The winner for the day is he who does this in the shortest time.
4. Teach replacement drills, response drills, and translation drills. Use tapes for the drill.
5. Write 3 or 4 lines from dialog 11 as a dictée.
6. Write the following exercises from the ALM workbook:
 - a. transforming sentences in the present to the passé composé.
 - b. given the infinitive of an irregular verb and a sentence with a blank following the subject, complete the sentence.
 - c. given a statement in the passé composé, write a question about it.
 - d. write a negative answer to a question in the passé composé.
7. Use Curriculum Bulletin 20-H for "La Grammaire".
8. Play hangman with the new vocabulary from dialog 11 and the supplement and adaptation.

Week Eight

1. Review dialog 11 by eliciting the French lines through English cues.
2. Give dictée from dialog 11.
3. Review all object pronouns, direct and indirect.
4. Drill transformation of the present to the passé composé, using both regular and irregular verbs.
5. Do directed dialogs until every student in the class has done one.

6. Do the first three free replacement drills orally and on paper.
7. Use Voyage à Paris, "Attention aux Feux Rouges" for more information on driving in France.
8. Use French for Fun, p. 101, to supply French phrases often used in English. See how many of these the student can recognize and explain.
9. Use ALM workbook for the following:
 - a. conjugation of the verb mettre in the present tense.
 - b. given a list of statements, match them with rejoinders from another list given.
 - c. write an answer to a question in the "near future", using the passé composé in your answer.
 - d. rewrite sentences using object pronouns from singular to plural and vice-versa.
10. Use Curriculum Bulletin 20-H for "Le Cauchemar".

Week Nine

1. Reproduce individual copies of dialog 11, with words left blank.
The student will supply the word or words in the blanks, with correct orthography supplying half credit.
2. Do last two free replacement drills, both orally and on paper.
3. Create an original 8 to 12 line, 2-party dialog, using one of the conversation stimuli found at the end of the unit.
4. Review passé composé through affirmative-negative drills and declarative-interrogative drills.
5. Use the recombination reading narrative at the end of the unit for reading aloud and oral questions.
6. Discuss with the students the function in French culture of the concierge.

7. Use two days for the evaluation of skills learned in units 10 and 11, listening skills, speaking skills, reading and writing skills, and cultural awareness.

SUGGESTED EXPANSION OF MATERIALS

The second edition of ALM French Level One can be used for adding color (literally) and for additional drills and short dialogs.

The Basic French Reader has a selection on the French school system which, although too difficult for most of the students at this point, can be used by the teacher as the basis for a lecture on this subject.

Voyage à Paris is an account of an English boy's visit to Paris and is a series of dialogs accompanied by photos and captions, which will be useful in describing motorists' problems in Paris.

Three issues of the student magazine, Chez Nous, are used in this quin because of the articles dealing with schools, scooters, and automobiles. The latter items are always of great interest to the male students!

The following are two films which may prove appropriate. They are part of a series, "Lettres d'un Ami Francais", are made in France and narrated in French and are available through the County Audio-Visual services:

Chez Nous - Henri Garnier, A French teenager, writes to his American pen pal about his home, his family, and the events of a typical day.

Une Journee au Lycee - Henri takes us on a tour of his modern French school. We meet his friends and follow their schedule through a typical school day.

French for Fun is a booklet which offers many suggestions for fun-type activities, everything from soap-carvings of the Arc de Triomphe to French proverbs.

SAMPLE EVALUATIONS

Listening Comprehension

Instrument for measuring performance objective IB-1

The teacher will present the following questions to the class orally or they may be presented via tapes. Each question will be heard twice. The student will write a, b, c, or d on his paper as the correct completion of the sentence.

1. Quand je ne finis pas mes devoirs, ma mère dit a. Tant mieux!
b. Ça me plaît beaucoup c. Que tu es paresseux d. Rentrons les chercher
2. Quand on ne veut pas jouer aux cartes, on dit a. On joue aux cartes
b. Les cartes, j'en ai assez c. Jouons aux cartes
d. Les cartes sont sur la table
3. Il y a deux heures que vous a. faites b. êtes c. laissez
d. lisez
4. Nous avons une maison a. chaud b. blanche c. vert d. froid
5. Le journal? C'est facile a. a. punir b. dire c. écrire
d. lire
6. Il faut réparer un pneu quand a. il est à plat b. il est à sa place
c. il est à table d. il n'y a plus d'essence
7. Les corsages de Marie et d'Yvonne sont a. paresseux b. pareils
c. pressé d. punis
8. Quand la voiture ne marche pas, il faut a. garder la même voiture
b. regarder le garagiste c. rester dans la voiture d. aller chercher un garagiste

Instrument for measuring performance objective IB-3

The following items are 2-party exchanges heard on tape. The student will indicate by a, b, c, or d the most logical response the second person would make.

1. Depuis combien de temps lis-tu ce roman? a. Il va à la bibliothèque
b. Il a deux romans c. Il y a deux heures que je le lis d. Il y a deux heures que je l'écris
2. Allons voir un film français. a. Il est au café b. Non, il regarde

les gens qui passent c. Non, ça ne m'intéresse pas d. Non, il ne fait pas de français

3. Qu'est-ce que vous avez à faire cet après-midi? a. J'ai un devoir à faire b. Je fais du ski samedi c. Ça ne se fait pas d. Je viens de faire une promenade
4. Vous aurez une bonne note! a. Tant pis b. C'est ma tante c. Tant mieux d. il est vieux
5. Tu es pressé? a. Oui, c'est pres d'ici b. Non, je travaille bien c. Oui, dépêchons-nous d. Non, je ne les prête pas
6. Est-ce qu'il y a un lycée dans le quartier? a. Non, trois quarts d'heure b. Si, au meme lycée c. Oui, quatre professeurs d. Oui, en face de l'église
7. Ou avez-vous mis ma bicyclette? a. Elle fait des promenades b. Devant la porte c. Elle aime mieux les scooters d. Sur la porte

Speaking Skills

Instrument for measuring performance objective IIA

These two exercises will be performed (ideally) in the laboratory with each student recording on his individual tape. Lacking this equipment, the evaluation may be done one student at a time, either before the teacher or using one tape recorder.

Imitate sentence patterns. The student will hear a native speaker make a statement or ask a question and will repeat what he hears. The pronunciation drills which are part of the ALM package would be a good source for these. A pause will be provided on the tape for the student to repeat what he hears.

Instrument for measuring performance objective IIF

Answer questions provided by the tape recorder. There will be an ample pause provided, and these questions should be provided by the teacher. They will elicit original and different responses; therefore the student should hear each question twice before he begins to respond and should have ample time.

- a. A quelle heure allez-vous goûter?
- b. Est-ce vos parents sont sévères avec vous?
- c. Depuis combien de temps faites-vous du français?
- d. Que faites-vous quand votre scooter est en panne?
- e. Quel jour allez-vous au match de football?

Reading Skills

Instrument for measuring performance objective IIIE

The student will read the following article, with cognates indicated by asterisks and new words foot-noted, and then complete the true-false questions following.

Les Récréations en France

Les Français s'intéressent beaucoup aux sports et on trouve aujourd'hui des milliers¹ de sociétés* sportives*.

Les sports favoris* sont le football (qui ressemble au soccer américain), le cyclisme², l'alpinisme, (les ascensions* en montagne), le ski, la natation³, la pêche⁴, le tennis*, et le camping*. Les sports sous-marins⁵ deviennent aussi de plus en plus populaires*. L'événement sportif auquel⁶ les Français s'intéressent le plus est Le Tour de France. C'est une course de bicyclettes qui a lieu⁷ tous les ans en juillet.

Le café joue un rôle* très important dans la vie française. C'est un lieu social* où on rencontre ses amis. Au café on peut lire le journal, écrire les lettres, ou jouer aux cartes. Beaucoup de cafés ont aussi des terrasses sur le trottoir où sont placées* des tables et des chaises.

Le théâtre, le cinéma, l'opéra*, le ballet, et les concerts* sont aussi très populaires. Les theatres les plus célèbres sont l'Opéra, l'Opéra-Comique, la Comédie-Française, et le Théâtre de France.

1. thousands 2. bicycling 3. swimming 4. fishing 5. under-water 6. to which 7. place

VRAI ou FAUX

1. Les Français s'intéressent beaucoup aux sports.
2. Le football américain est beaucoup apprécié*.
3. Le Tour de France est l'événement sportif* auquel les Français s'intéressent le plus.
4. Tous les jeunes Français font partie du Tour de France.
5. Le Tour de France est une course d'autos.
6. Le café français est un lieu où on rencontre ses amis.
7. On fait beaucoup de choses dans un café français qu'on ne fait pas dans les cafés américains.
8. Les théâtres sont réservés pour les riches.
9. Les théâtres les plus connus sont le Tour de France, Versailles, et la Bastille.
10. Les Français ne s'intéressent pas beaucoup aux sports de l'eau.

Writing Skills

Instrument for measuring performance objective IVG-1

Change the following sentences to the passé composé:

1. Pourquoi écris-tu cette lettre?
2. Je ne dis jamais cela.
3. Elle prend les billets.
4. Nous mettons vos lunettes là-bas.
5. Choisissez-vous la blanche?

Instrument for measuring performance objective IVC-3

Replace the underlined nouns with pronouns

1. Il dit "au revoir" aux professeurs.
2. Vous apprenez le français?
3. Elle vend sa voiture.
4. Nous écrivons à Papa.
5. Tout le monde lit les lettres.

Instrument for measuring performance objective IVF-1

Fill in the blanks

1. Nous _____ (punir) les mauvais élèves.
2. Tu ne _____ (dire) jamais "merci"!
3. Les grandes personnes _____ (permettre) aux enfants de sortir.
4. Il _____ (écrire) très bien.
5. Vous _____ (lire) trop.
6. Je ne (finir) jamais mes devoirs.

Cultural Awareness

Instrument for measuring performance objective VA-1

Read the following statements and indicate whether the statement is true or false.

1. L'élève français a un examen important qui s'appelle le diplôme.
2. Le lycée en France correspond à notre école élémentaire.
3. Presque tous les Français vont à l'Université.
4. Les professeurs français sont assez sévères.
5. La dernière année au lycée s'appelle "la première."
6. Les lycéens français vont souvent en classe les samedis.
7. À l'âge de dix-sept ans, beaucoup de Français achète une voiture.
8. Il n'est pas nécessaire d'avoir un permis de conduire pour une voiture en France.

9. Il y a des auto-écoles en France où on peut apprendre à conduire.
10. Il faut s'arrêter aux feux rouges.

Attitude

Instrument for measuring performance objective VIB

The teacher will have noted throughout the courses the participation in activities and expressions of beliefs of each pupil. Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

	Volunteers	Takes positive attitude	Seeks a project	Speaks without bitterness	Accepts leadership role
1. Allen, Mary	1	1	1		
2. Alsworth, Joe			1	2	1

Key

- 1 - superior
- 2 - average
- 3 - inferior

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